



## Utah CCGP – Guidance Activities Results Report (Large Group) 2006-2007

**School:** Cedar Ridge Middle School

**Target Group:** Whole School

**Target Group selection is based upon:** One of our school improvement goals is to provide an after school tutoring program for any student who wishes to attend.

### ABSTRACT

One of the school improvement goals at Cedar Ridge is to provide an after school tutoring program. Tutoring was held Monday through Thursday immediately after school until 3:00 p.m. Parents needed to arrange transportation home for these students. Students could choose to be scheduled to come one day each week. On their scheduled day a tutoring slip was sent to each of their teachers requesting them to write down any missing assignments the student may have or skills that they needed more practice with. Students were also sent a reminder reminding them to stay. Students were invited and encouraged to drop in any day of the week. Tutors were provided by Utah State University as well as one faculty member each day. Data collected showed that students who attended regularly and often had an increase in their GPA.

### PROJECT DESCRIPTION

This is the Who, What, Where, When, Why, How section.

#### **Introduction** (the Why)

- To provide additional help for students who struggle in their current classes, and provide enrichment to those who would like additional help.

#### **Participants** (the Who)

- Some students were scheduled to come a specific day each week.
- Anyone was welcome to drop in, any day.

#### **Method** (the What, When and Where and How)

- Tutors were provided through the work study program at Utah State University. They were trained prior to coming to our school. At least one faculty member was also in attendance.
- Students could sign up to be scheduled to come one day each week. On a student's scheduled day a paper was sent to each of their teachers informing them that their student was staying after school for tutoring. The paper asked their teachers to write down any missing assignments they had or skills they needed to work on.
- A reminder was also sent to the scheduled student reminding them to stay.
- Students were encouraged to drop in for tutoring any day of the week, but that we only scheduled them for one day per week.
- Attendance was taken each day. Poor attendance on a student's scheduled day warranted a phone call home to parents.
- Results will be measured by student grades, teacher feedback, and/or parent feedback. (Many students were referred to the program at their parent's request).

### RESULTS

Attendance data shows that students attending the tutoring program increased continually throughout the year. The greatest tutoring success was seen with students who began attending earlier in the year and attended regularly and often. Twenty 6<sup>th</sup> and 7<sup>th</sup> grade students were identified as "regular attendees". These students came five or more times each month for at least two month. Grade point average increased an average of 5.7% between term 2 and term 3 for students in this category. Sixteen of these 20 students consistently attended through the spring. The GPA increase for this group was 9.1% from term 2 to term 3.

### DISCUSSION

The implications of this data show that students who attend regularly for an extended period of time show an increase in their GPA. These students should realize the benefit of additional instruction and tutoring and take

advantage of other tutoring programs. The strengths of the tutoring program are: teachers communicating with tutors so that they know specifically what a student needs to work, communicating with parents concerning attendance (or lack of it), encouraging regular attendance, tutors who keep control of students and external distractions (noise).

Created by Julie Balhorn, Intern Counselor, Granite Park Middle School, Granite School District, 2007.  
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## Utah CCGP – Closing the Gap Results Report (Small Group) 2006-2007

**School:** Cedar Ridge Middle School

**Target Group:** Students who score low on CRT tests and/or struggle in school

**Target Group selection is based upon:** CRT test results, Dibels score report, current grades

### ABSTRACT

Cedar Ridge Middle School created a Study Skills class to enhance instruction during the regular school day. The purpose of the class was to help students achieve success in core classes and pass their end-of-level tests. Students were chosen based on gpa, teacher recommendation, and/or low test scores. They attended class daily and received instruction in specific study skills (test taking strategies, note taking skills, organization, etc). They were also allowed time to work on assignments from other classes. Seven of the students grades improved in other classes while they were in the class, but dropped the semester they didn't attend. Five of the students grades improved after taking the class.

### PROJECT DESCRIPTION

This is the Who, What, Where, When, Why, How section.

#### **Introduction** (the Why)

- Students will be invited to take a study skills class during the school day in place of an elective class.
- Students will improve in core subject areas.

#### **Participants** (the Who)

- Approximately 20 students were invited to participate each semester.
- Targeted students where those who were failing their classes, low CRT and/or Dibels scores.

#### **Method** (the What, When and Where and How)

- Students attended class on a daily basis. They were taught various study skills (test taking strategies, note taking skills, organization, etc.) to help them improve in all of their classes. Time was spent on specific assignments in classes as well.
- This class was taught by a faculty member at our school.
- Each class lasted one semester.
- To evaluate effectiveness we will look at student grades, end of level test scores, and communicate with current teachers.
- Contact parents to let them now about the class and get their permission to enroll student in class.

### RESULTS

There were 14 - 7<sup>th</sup> grade students in the class 1<sup>st</sup> semester. Their gpa remained close to the same for 1<sup>st</sup> and 2<sup>nd</sup> term. Seven of the students gpa dropped 3<sup>rd</sup> term when they were no longer enrolled; five improved 3<sup>rd</sup> term; one stayed about the same. Data from end-of-year tests is not available yet.

### DISCUSSION

Students whose gpa dropped after taking class probably benefited from having extra time and help to complete current assignments. Students whose gpa improved hopefully gained some study skills and habits that helped them throughout the school year.

Data Projects 2006-2007  
North Cache 8/9 Center  
Cache County School District  
Counselors: Clint Farmer and Janine Justis

#### Abstract – Large Group Project

Based on data from the Sharp survey, it was determined that part of our prevention program needs to include prevention of inhalant abuse. We chose to present to all 8<sup>th</sup> grade students a lesson developed with information from the National Inhalent Prevention Coalition. A pretest/posttest was designed to indicate student knowledge and attitudes toward inhalants. The pretest indicated that students did understand that inhalants are harmful, yet they did not know that inhalants are addictive. We also assumed they did not know the extent of the danger that accompanies inhalant use. The posttest indicated that students now know inhalants are addictive. Verbal responses from students were that they enjoyed the presentation and learned much that they did not know.

#### Abstract – Closing the Gap

Students who receive failing grades need help being organized and their parents need information regularly about how they are doing in school. We used a tracker program for students who had received failing grades. By the end of the year, eighty-three students were part of the group. Students received a tracker during 1<sup>st</sup> hour class each Friday. They were to have each teacher sign the form indicating students' progress. The students were then to take the form home and discuss it with their parents. As a group, GPA did not rise significantly for those on the tracker program. While it was effective for a few students, this program needs to be combined with other programs to assist in student success.

# Utah CCGP—Guidance Activities Action Plan (Large Group) 2006-2007\*

Develop this plan at the beginning of the school year.

School: North Cache 8/9 Center

District: Cache

Target Group: (whole school, entire class, grade level) 8<sup>th</sup> Grade

Target Group selection is based upon the following data/information/school improvement goals:

From the results of the Sharp Survey administered by the Bear River Health Department, we determined that our 8<sup>th</sup> grade students were more likely to use inhalants than any other harmful or illegal substance.

Guidance Lesson Content	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Curriculum and Materials	Project Start/Projected End Date	Projected Number of Students Impacted	Lesson Will Be Presented in Which Class or Subject?	Evaluation Methods How will the results be measured? (E.g. pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.)
We will present to all 8 <sup>th</sup> grade students a lesson from the National Inhalant Prevention Coalition	PS:C Students will develop the resiliency skills necessary for safety and survival.	Materials from the National Inhalant Prevention Coalition, overhead, video	During 2 <sup>nd</sup> trimester	475	8 <sup>th</sup> Grade Science	We will administer a pretest and a posttest to test students' knowledge. Also, we will look at future Sharp Survey results.

Date June 5, 2007

Prepared By Clint Farmer and Janine Justis

\*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

## Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007\*

Submit the Large Group "Guidance Activities" report electronically to [tom.sachse@schools.utah.gov](mailto:tom.sachse@schools.utah.gov) by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: North Cache 8/9 Center

District: Cache

Counselor	Target Group	Curriculum and Materials Used	Start Date/End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Clint Farmer Janine Justis	8 <sup>th</sup> Grade	Materials from the National Inhalent Prevention coalition developed into a lecture appropriate for 8 <sup>th</sup> grade students including a video and overheads.	The presentations were given on various days during 2 <sup>nd</sup> trimester.	475	130 students were chosen as a sample to take a pretest and 130 students were chosen as a sample to take a posttest.  Pretest data indicated that students were aware that inhalants are harmful, yet they did not believe they are addicting.	Posttest data indicate that students have a good understanding that unhalent use is a crime and harmful to the body. Prior to the presentation, students did not think inhalant use is addicting. Posttest data indicate that 40% of students changed their belief to a position that inhalant abuse is addicting.  We will review the Sharp Survey results in the fall to determine if use has decreased among 8 <sup>th</sup> grade students.	Students now have accurate information about inhalant abuse and its dangers. They now know that use of inhalants is addicting.

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

\*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

# Utah CCGP–Closing the Gap Action Plan (Small Group) 2006-2007\*

Develop this plan at the beginning of the school.

School: North Cache 8/9 Center

District: Cache

Target Group: Students with failing grades

Target Group selection is based on the following data/information/school improvement goal: Students who receive Fs in classes were identified using the student information computer program.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? (E.g. "From sample classrooms of tenth graders. . .")	Start Date/ End Date	Projected # of Students Impacted
Students will complete a tracker each Friday so they will be more organized, complete more homework, parents will be aware of student progress, students will improve their grades and overall GPA of the group will increase.	AL:A2 Acquire skills for improving learning  AL:A3 Achieve school success	Students who are invited to be a part of the program will have a tracker brought to them in their 1 <sup>st</sup> hour class each Friday morning. They will have each teacher sign the form indicating what they need to do in the class. Students will take the tracker home and discuss the information with their parents.	Paper A person to prepare and deliver the tracking forms each Friday.	We will look at the individual GPAs and the overall GPA of the group by trimester to determine effectiveness of the program.	The program begins the second Friday of the school year and ends the second to last Friday.	75- 100

Date June 5, 2007

Prepared By Clint Farmer and Janine Justis

\*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

## Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007\*

Submit the Small Group “Closing the Gap” report electronically to [tom.sachse@schools.utah.gov](mailto:tom.sachse@schools.utah.gov) by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

School: North Cache 8/9 Center

District: Cache

Counselor	Target Group	Curriculum and Materials	Start Date/End Date	Process Data Number of Students Affected	Perception Data Pre and post test competency attainment or student data	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
Clint Farmer Janine Justis	Students who receive failing grades. 9 <sup>th</sup> graders who received Fs in 8 <sup>th</sup> grade. 8 <sup>th</sup> grade students and additional 9 <sup>th</sup> grade students are added to the program during the year.	Tracker Form	09/11/06 – we began to ask students to participate 09/15/06 – trackers are distributed 05/11/07- last time trackers are distributed	83 students	We began with 25-30 students identified from the previous school year. As the year progressed, more parents requested their student participate and the counselors asked students to participate.  Some teachers reported that students frequently left the tracker in their classroom or threw them away.	35 students increased their individual GPA over the school year.  Of those participating 1 <sup>st</sup> trimester, as a group, they earned an average GPA of 1.566.  Those who participated the rest of the year earned an average GPA of 1.463 for 2 <sup>nd</sup> trimester.  3 <sup>rd</sup> trimester they earned a group average GPA of 1.558.	Some students used the tracker program for their benefit and were able to be more successful in school.  As a group their GPA did not rise as much as hoped.  This program is not always effective alone. It needs to be used along with additional supports for students with failing grades to help students develop the skills necessary to be successful in school.

Principal’s Signature

Date

\*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*.



## Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007\*

Submit the Large Group "Guidance Activities" report electronically to [tom.sachse@schools.utah.gov](mailto:tom.sachse@schools.utah.gov) by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: \_\_\_\_\_ South Cache 8-9 Center \_\_\_\_\_ District: \_\_\_\_\_ Cache County School District \_\_\_\_\_

Counselor	Target Group	Curriculum and Materials Used	Start Date/ End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Alex Hansen Kristin Davis	500+ Entire 9 <sup>th</sup> grade student body of South Cache 8-9 Center	SHARP Survey Results, Video clips gathered from documentaries on A&E Network, Discovery Channel, and National Geographic Explorer, Book: Substance Abuse Counseling.	12-06 To 1-07	500+ Entire 9 <sup>th</sup> grade student body of South Cache 8-9 Center	Using the results obtained from the 2005 SHARP Survey as the baseline which showed that South Cache Students had a higher percentage of use in alcohol abuse, inhalants, and sedatives compared to the 2003 data. We will compare the 2005 results with the 2007 results which will be available at the beginning of the school year 2007-2008 to determine if there was a decline in the percentage of use after the information was presented.	Using the results obtained from the 2005 SHARP Survey as the baseline which showed that South Cache Students had a higher percentage of use in alcohol abuse, inhalants, and sedatives compared to the 2003 data, curriculum was compiled to educate students about the harmful effects of drugs. The presentation focused specifically on helping students become more aware of the neurological effects of drugs and the addiction process. Using graphs and video clips students were shown how an addiction develops and what neurologically happens in the brain when someone uses a drug.	The purpose of this study was to assess the effects of a substance abuse presentation to the entire 9 <sup>th</sup> grade class about the neurological effects of drugs and the addiction process. Using the results obtained from the 2005 SHARP Survey as the baseline which showed that South Cache Students had a higher percentage of use in alcohol abuse, inhalants, and sedatives compared to the 2003 data, curriculum was compiled to educate students about the harmful effects of drugs. Using graphs and video clips students were shown how an addiction develops and what neurologically happens in the brain when someone uses a drug.

Principal's Signature \_\_\_\_\_

Date \_\_\_\_\_

\*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*



## Utah CCGP – Guidance Activities Results Report (Large Group) 2006-2007

**School:** South Cache 8-9 Center (Cache County School District)

**Target Group:** 9<sup>th</sup> grade classes

**Target Group selection is based upon:** SHARP Survey Results from 2005

### ABSTRACT

The purpose of this study was to assess the effects of a substance abuse presentation to the entire 9<sup>th</sup> grade class about the neurological effects of drugs and the addiction process. Using the results obtained from the 2005 SHARP Survey as the baseline which showed that South Cache Students had a higher percentage of use in alcohol abuse, inhalants, and sedatives compared to the 2003 data, curriculum was compiled to educate students about the harmful effects of drugs. Using graphs and video clips students were shown how an addiction develops and what neurologically happens in the brain when someone uses a drug.

### PROJECT DESCRIPTION

#### Introduction

- *Desired Results for Student Learning:* Students will become critical thinkers.
- *Intended Student Behavior:* Students will become more aware of the neurological effects of drugs and the addiction process.

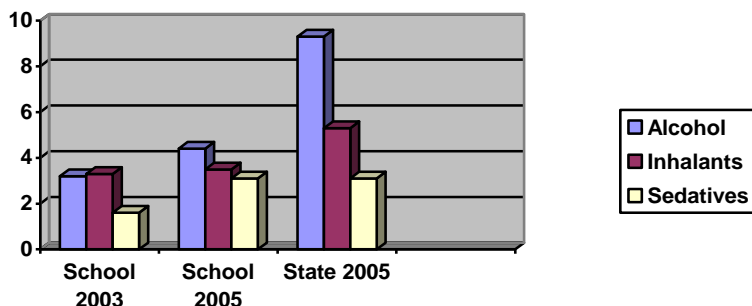
#### Participants

- *Number of Students:* 500+ (entire 9<sup>th</sup> grade class)
- *Target Group:* All 9<sup>th</sup> grade students with the intention that they all can benefit from a better understanding of the neurological effects of drugs and the addiction process.

#### Method

- *Individual classroom presentations.*
- *Resources:* SHARP Survey Results, Video clips gathered from documentaries on A&E Network, Discovery Channel, and National Geographic Explorer, Book: Substance Abuse Counseling.
- *Dates:* 12-06 to 1-07
- *Class or Subject:* All 9<sup>th</sup> grade geography classes.
- *Evaluation Methods:* Using the results obtained from the 2005 SHARP Survey as the baseline we will compare those with the 2007 results which will be available at the beginning of the school year 2007-2008.
- *Counselors:* Alex Hansen & Kristin Davis
- *Curriculum and Materials Used:* Refer to Resources section above.

### RESULTS



Using the results obtained from the 2005 SHARP Survey as the baseline which showed that South Cache Students had a higher percentage of use in alcohol abuse, inhalants, and sedatives compared to the 2003 data. We will compare the 2005 results with the 2007 results which will be available at the beginning of the school year 2007-2008 to determine if there was a decline in the percentage of use after the information was presented.

## DISCUSSION

Using the results obtained from the 2005 SHARP Survey as the baseline which showed that South Cache Students had a higher percentage of use in alcohol abuse, inhalants, and sedatives compared to the 2003 data, curriculum was compiled to educate students about the harmful effects of drugs. The presentation focused specifically on helping students become more aware of the neurological effects of drugs and the addiction process. Using graphs and video clips students were shown how an addiction develops and what neurologically happens in the brain when someone uses a drug.

## Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007\*

Submit the Small Group “Closing the Gap” report electronically to [tom.sachse@schools.utah.gov](mailto:tom.sachse@schools.utah.gov) by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

School: \_\_\_SOUTH CACHE 8-9 CENTER\_\_\_\_\_ District: \_\_\_\_\_CACHE COUNTY SCHOOL DISTRICT\_\_\_\_\_

Counselor	Target Group	Curriculum and Materials	Start Date/ End Date	Process Data Number of Students Affected	Perception Data Pre and post test competency attainment or student data	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
Alex Hansen Kristin Davis	Behaviorally & Emotionally At-Risk Students. At-Risk behaviors such as SI, depression, poor academic performance, and substance abuse. Group determined by counselor evaluation and assessment.	Rosenberg Self-Esteem Scale, Materials compiled from the works of Albert Ellis and REBT. The books of Fighting Invisible Tigers and The Self-Esteem Workbook.	1-07 to 5-07  Consisting of 15 group sessions.	10 Students in a group setting.	Rosenberg Self-Esteem Scale coupled with qualitative self-reporting from each individual during group.	According to Pre & Post assessment data using the Rosenberg Self-Esteem Scale the group had a mean score of 4 points higher in the Post test in comparison with the Pre testing results.	Through the empowerment group process students were able to learn a number of important life skills. Students showed a rise in self-esteem, communication skills were enhanced by teaching students to be more assertive. Students practiced assertiveness skills in a group setting. Effective and proper communication skills were also learned. Students were taught how to identify cognitive distortions and irrational beliefs which have caused disturbances in their lives and how to effectively dispute problem thinking. Students were taught how to recognize the differences between self-destructive and self-helping behaviors. Students were provided a forum to deal with negative emotions in a healthy way. Students were taught the skill of unconditional self and other acceptance.

\_\_\_\_\_  
Principal’s Signature

\_\_\_\_\_  
Date

\*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*.



## Utah CCGP – Closing the Gap Results Report (Small Group) 2006-2007

**School:** South Cache 8-9 Center (Cache County School District)

**Target Group:** Behaviorally and emotionally at-risk students.

**Target Group selection is based upon:** Counselor evaluation and assessment.

### ABSTRACT

The purpose of this study was to assess the effects of a 15-week empowerment intervention group on at-risk junior high students' communication, self-esteem, and cognitive processing. This study was based on a pre and post test of the Rosenberg Self-Esteem Scale. The group consisted of 10 students who were assessed by the counselors of being at-risk of depression, self-injury, poor academic performance, or substance abuse. Qualitative assessments were conducted at each group setting where participants would self-report the progress they were experiencing as they incorporated the skills and information learned from group. Both qualitative and quantitative reports showed a slight raise in self-esteem and cognitive processing.

### PROJECT DESCRIPTION

#### Introduction

- *Desired Result for Student Learning:* Students will become effective communicators. Students will become critical thinkers. Students will work cooperatively within the constraints of a group.
- *Intended Student Behavior:* Student empowerment and higher self-esteem.

#### Participants

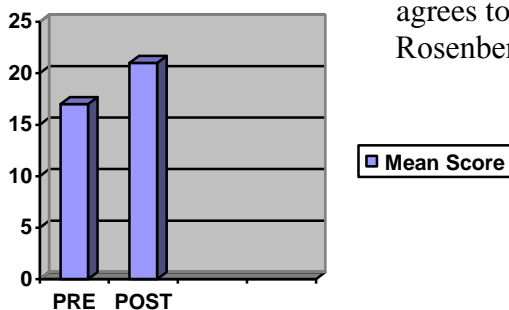
- *Number of students:* 10
- *Target Group:* At-risk behaviors such as SI, depression, poor academic performance, and substance abuse.

#### Method

- Consisting of 15 group sessions
- *Resources:* REBT, Fighting Invisible Tigers, The Self-Esteem Workbook
- *Dates:* 1-07 to 5-07
- *Evaluation Methods:* Rosenberg Self-Esteem Scale and qualitative self-reporting in group.
- Counselors function as group facilitators
- *Curriculum and Materials Used:* Refer to Resource section above.

### RESULTS

Using the Rosenberg Self-Esteem Scale (Rosenberg, 1965), a pre-test and post-test were administered. The Rosenberg Self-Esteem Scale is a ten item Likert scale with items answered on a four point scale- from strongly agrees to strongly disagree. As can be determined by the name of the scale, the Rosenberg assesses a person's self-esteem.



### DISCUSSION

Through the empowerment group process students were able to learn a number of important life skills. Students showed a rise in self-esteem, communication skills were enhanced by teaching students to be more assertive. Students practiced assertiveness skills in a group setting. Effective and proper communication skills were also learned. Students were taught how to identify cognitive distortions and irrational beliefs which have caused disturbances in their lives and how to effectively dispute problem thinking. Students were taught how to recognize the differences between self-destructive and self-helping behaviors. Students were provided a forum to deal with negative emotions in a healthy way. Students were taught the skill of unconditional self and other acceptance.

**From:** Steve Flammer [mailto:steve.flammer@cache.k12.ut.us]  
**Sent:** Wednesday, June 06, 2007 9:01 AM  
**To:** Sachse, Tom  
**Subject:** Utah CCGP -- Guidance Activities Results Report (Large Groups)

Counselor: Steve Flammer  
School: Spring Creek Middle School  
District: Cache

Target Group: All students at Spring Creek:

Curriculum and Materials Used: The intent of the program is to validate each student in the school. Each student will receive a helium-filled balloon during the month of his/her birthday, except those in June, July and August. They will receive one after school starts for August and before school ends in June and July. They also receive a colored sheet of paper with Happy (month) Birthday on it and their name.

Start Date/End Date: August 24, 2006 through May 25, 2007.

Process Data: Number of students affected: Approximately 635. Every student in our school.

Perception Data: Most of the students in our school see themselves as only a "face in the crowd." This program gives each student an opportunity to be recognized individually in front of the student in their classes. I would also enlist student help from students who could use the recognition of helping in the implementation of this program. Many students request to be involved, but I try to look for socially isolated or retiring students.

Results Data: Each time balloons were delivered to classroom the students got very excited. We always tried to deliver them right before the end of the day so the disruption would be minimal. Every student was impacted.

Implications: Each student needs to be validated for being student at our school. I feel this meets this need better than any other thing I have tried.

**Subject:** CCGP Report (Small Group 2006-2007)

Name: Steve Flammer  
School: Spring Creek Middle School  
District: Cache

Target Group: 7<sup>th</sup> Grade resource students

Curriculum and Materials: A weekly group meeting emphasizing social skills and appropriate behavior.

Start Date/End Date: October 20, 2006 – 25 May, 2007

Number of Students Affected: 10

Perception Data: Pre and Post test competency attainment or student data: Two boys were argumentative and aggressive. One boy was extremely quiet and reserved. One girl acted inappropriately in social situations. The rest were struggling with other issues of lesser significance. They were used in many instances as role models. The intent of the group is to get the students talking, laughing and supporting each other appropriately. The main intent was to get them validating each other.

Results Data: The two boys developed more appropriate ways of disagreeing and arguing. They argued less frequently and would admit they were wrong on certain occasions. The quiet young man actually initiated conversations on occasions. Not always but there was a definite improvement. The girl who acted inappropriately struggled throughout the year. There was little noticeable improvement in her behavior, however she frequently came into the counselor's office for validation and to socialize with me.

Implications: Appropriate behavior can be acquired more frequently and faster in small group setting when all participants are working within a given structure.

# Utah CGP-Guidance Activities Plan (Large Group) 2006-2007

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2006

School: \_\_\_ White Pine Middle School \_\_\_\_\_ District: Cache\_\_\_\_\_

Target Group: \_\_\_\_\_Whole School\_\_\_\_\_

Target Group selection is based upon the following data/information/school improvement goals: \_\_\_ABSTRACT: As a continuation of last years (Cow Bell) experiment we added a needed deterrent as recommended by the Student Service Committee & our School Improvement Plan calls for "strategies to encourage student improvement in Behavior and Grades" . This year we decided that we would use Lunch Time Out Room with limited use of the Cow Bell. As a result we have had the least amount of tarties ever. We are keeping data to see if this translates in to improved study habits. \_\_\_\_\_

<b>INTENDED STUDENT BEHAVIOR</b>	<b>IDENTIFY THE UTAH CGP STUDENT OUTCOME OR THE DRSL</b>	<b>ACTIVITIES TO BE DELIVERED IN WHAT MANNER?</b>	<b>RESOURCES/ STAFF DEVELOPMENT NEEDED</b>	<b>EVALUATION METHODS</b> HOW WILL YOU MEASURE RESULTS? e.g. "from the sample classrooms of 10 <sup>th</sup> graders. . ."	<b>START/ END DATES</b>	<b>PROJECTED # OF STUDENTS IMPACTED</b>
<b>Reduction of school wide tardies.</b>	<b>Students at White Pine Middle will be in class on time, as tracked by the attendance computer program.</b>	<b>Our Administrative Assistant will ring a cow bell in the hall if students are not headed toward class in a timely manner. Those not complying receive a trip to lunch time out.</b>	<b>Adm. Assist., teachers and attendance secretary.</b>	<b>Using the tardy reports from our attendance program, we compared the # of tarties from last year's data.</b>	<b>Sept. 2006 till the end of sch.</b>	<b>368</b>

\_\_\_\_Curt hanks\_\_\_\_  
Principal's Signature

\_\_\_\_06/07/07\_\_\_\_  
Date

\_\_\_\_05/21/07\_\_\_\_  
Date of Staff Presentation

\_\_\_\_Mike Jones\_\_\_\_  
Prepared



# Utah CGP-Guidance Activities Result Report (Large Group) 2005-2006

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School\_\_White Pine Middle\_\_\_\_\_ District\_\_Cache\_\_\_\_\_

<b>COUNSELOR:</b>	<b>TARGET GROUP:</b>	<b>CURRICULUM AND MATERIALS USED:</b>	<b>START AND END DATES</b>	<b>PROCESS DATA: # OF STUDENTS AFFECTED**</b>	<b>PERCEPTION DATA: PRE AND POST TEST COMPETENCY ATTAINMENT OR STUDENT DATA**</b>	<b>RESULT DATA: CHANGES IN BEHAVIOR, GRADES, ATTENDANCE INCLUDING ACHIEVEMENT DATA, ACHIEVEMENT RELATED DATA, &amp;/OR SKILLS/COMPETENCY DATA**</b>	<b>IMPLICATIONS: WHAT DOES THE DATA TELL YOU? WHAT CAN THE STUDENTS DO WITH THIS NOW?</b>
Jones	All Students	Limited use of the cow bell with an added deterrent of a time out room during lunch.	From Mid. Sept till end of year.	All students	Tardies were reduced last year however we still felt like more was needed so we added a lunch time out for tarties. We used passed tarty data and compared the data with out the time out room (last yr.) and with the time out room this yr.	The tardies over the year were decreased by only 153. We are not as happy as we hoped in this small decrease.	We will be forced to retool if we hope to make a true difference. !50 fewer tarties out of a total 4124 is surly insignificant. The book Tipping Point speaks to this idea that little things can make big changes. I'm not sure that 150 is going to help us tip tarties. We are still sure if we can improve each year we will see a difference in our Core Testing Scores.

--Curt Hanks-----

-----06/07/07-----

----05/21/07-----

----Mike Jones-----

Principal's Signature

Date

Date of Staff Presentation

Prepared by

\*adapted from the ASCA National Model: A Framework for School Counseling Programs

# Utah CGP-Closing the Gap Action Plan (Small Group) 2006-2007

Develop this plan at the beginning of the school year and include a copy with the Results Report due to the USOE by June 15, 2006

School; White Pine Middle \_\_\_\_\_ District \_\_\_\_\_ Cache \_\_\_\_\_

Target Group: \_\_\_\_\_ At Risk students as determined by 2004-5, 05-6, 06-7 discipline reports. \_\_\_\_\_

Target Group selection is based on the following data/information/school improvement goal: The past 3 years totals Discipline reports by violation description. (Minor, Major, Dangerous). Abstract: Our Student Service Committee believes that one way to help our at risk students is to begin with the self disruptive behavior they display at school. White Pine Middle is scheduled to start this year (07) with the Utah Behavior Initiative. It is our hope that as we apply the UBI to in out school improving plan we'll see measurable differences, in behavior and core tests scores. We will use the passed 3 years discipline report totals to compare the next 3 years totals after applying the principles of UBI.

INTENDED STUDENT BEHAVIOR	IDENTIFY THE UTAH CGP STUDENT OUTCOME OR DSRL	GUIDANCE ACTIVITY(IES) OR INTERVENTION(S)	RESOURCES & STAFF DEVELOPMENT NEEDED	EVALUATION METHOD: HOW WILL YOU MEASURE RESULTS? E.G. "FROM SAMPLE CLASSROOMS OF 10 <sup>TH</sup> GRADERS. . ."	START /END DATES	PROJECTED # OF STUDENTS IMPACTED
REDUCE THE NUMBER OF STUDENTS RECEIVING DISCIPLINE REPORTS ACROSS THE 3 YEARS USING THE UBI AS A MODEL.	Promote Student Success Both academically and behaviorally..	We will be starting the Utah Behavior Initiative this next school year (07). The intervention will be tracked for the next three yrs. To compare with the last three years (04, 05, 06) Using our school Discipline Reports.	Counselor & principal	By comparing the last 3 years discipline reports, with the next three years reports. We would expect to see gradual improvement as we apply the UBI principles.	School years 07, 08, 09.	Students Identified by Discipline reports EST> from past 3 yrs. is about 300

Curt Hanks

06/07/07

05/21/07

Mike Jones

# Utah CGP- Closing the Gap Results Report (Small Group) 2005-2006

Due to USOE June 15, 2006: may be submitted in other formats but include all information as required below.

School: White Pine Middle School District: Cache County Schools

<b>COUNSELOR</b>	<b>TARGET GROUP</b>	<b>CURRICULUM &amp; MATERIALS</b>	<b>START/END DATES</b>	<b>PROCESS DATA: # OF STUDENTS AFFECTED**</b>	<b>PERCEPTION DATA: PRE AND POST TEST COMPETENCY ATTAINMENT OR STUDENT DATA**</b>	<b>RESULTS DATA: CHANGES IN BEHAVIOR, GRADES, ATTENDANCE, INCLUDING ACHIEVEMENT DATA, ACHIEVEMENT RELATED DATA, &amp;/OR SKILLS/COMPETENCY DATA**</b>	<b>IMPLICATIONS: WHAT DOES THE DATA TELL YOU? WHAT CAN THE STUDENTS DO WITH THIS NOW?</b>
<b>Mike Jones</b>	students having discipline reports in years 04-09 EST> about 600 stds factoring in school growth.	We will be using training, material and curriculum supplied by UBI	Aug. 26 2004 – June 2 2009	Using data from 04-06 and estimating the total for growth in the next 3 years about 600 total student will be used	We choose to use Total # of students rather than # of reports, We had a total of 288 students receive discipline reports in the 04-06 school years. Two of those students accounted for almost 20% of the total.	It is our hope to see the total # of students with discipline reports decline in the next 3 years using the UBI model. Our belief is that as we reduce the discipline problems the students will be better able to improve and be successful in other areas, such as, academics, pro-social behavior and emotional health.	This study can help substantiate the claims about UBI as well as help us at White Pine understand better the need to help students control their improper behavior.

Principal's signature Curt Hanks  
Prepared By Mike Jones

Date 06/07/07

Date of Staff Presentation 05/21/07

\*adapted from the ASCA National Model: A Framework for School Counseling Programs

\*\* Include actual numbers supporting conclusions and attach data, examples, and documentation

## Utah CCGP – Guidance Activities Results Report (Large Group) 2006-2007

**School:** WILLOW VALLEY MIDDLE SCHOOL

**Target Group:** 7<sup>th</sup> GRADE

**Target Group selection is based upon:** School Improvement Plan

### ABSTRACT

In this activity, 235 seventh grade students at Willow Valley Middle School attended a career exploration day on the campus of Utah State University to introduce them to the world of careers. The entire student body participated in an orientation named *Why Higher Education* by the recruitment specialist, followed by a motivational speaker who is a world-renown music professor entitled *Making School Years Count*. We concluded with a presentation from the Theatre Arts department introducing students to theatre productions and occupations. Students were sorted into groups and escorted on a campus tour followed by departmental visits that focused on the physical sciences, technology, social sciences, and nutritional sciences. Student and parent feedback assessed from teacher discussions suggested that students were excited about learning and opened their eyes to careers because of this trip.

### PROJECT DESCRIPTION

This is the Who, What, Where, When, Why, How section.

#### **Introduction** (the Why)

- To increase academic self-concept
- Become aware of college (post-high school) opportunities

#### **Participants** (the Who)

- 240 7<sup>TH</sup> Graders (all were invited)

#### **Method** (the What, When and Where and How)

- Field trip to USU
- Arrange departmental visits (including lunch on campus)
- Motivational speaker
- Follow-up in TLC classes
- Teacher evaluations

### RESULTS

Students became more aware of college opportunities and created a desire to know more about going to college.

### DISCUSSION

Student need to be educated about post-high school educational opportunities at an early age in order to start developing ideas about their career.

## **Utah CCGP – Closing the Gap Results Report (Small Group) 2006-2007**

**School:** WILLOW VALLEY MIDDLE SCHOOL

**Target Group:** Socially At-Risk

**Target Group selection is based upon:** School Improvement Plan

### **ABSTRACT**

Each year exists several students who are socially at-risk. The purpose of this group was to help them acquire and utilize social skills through a social skills group. We experienced good success having several of the students able to interact more positively with their peers.

### **PROJECT DESCRIPTION**

This is the Who, What, Where, When, Why, How section.

#### **Introduction** (the Why)

- Acquire interpersonal skills
- Develop skills for emotional self-care

#### **Participants** (the Who)

- 12

#### **Method** (the What, When and Where and How)

- Two interns from USU
- Counseling Center
- Social Skills Lesson Plan – created by Counselor

### **RESULTS**

The faculty reported that some of the students were engaging in more positive socially interactive ways then before the group. The interns also noted how these students were utilizing the skills of negotiation, positive self-talk, and non-verbal language better than before they started the group.

### **DISCUSSION**

This project tells us how important it is to have a social skills group for these students who possess the need to increase positive social interactions.